

WHAT INFLUENCES HIGH SCHOOL SENIORS  
TO BE OR NOT TO BE TEACHERS

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## CHAPTER I

### INTRODUCTION

The crisis in teaching in the United States today is denying American children the quality of teaching they need and have a right to receive. It is producing a generation inadequately equipped to meet the challenge of an uncertain future.

Teaching must be made more attractive to men and women. Money must be found to raise teachers' salaries to decent levels, and to provide them with better leadership, tools, and working conditions. Teachers must be granted more respect and more opportunity.

The question of supply, demand, and placement of teachers is within itself worthy of serious consideration, and much time and thought should be given to it. The question of why fewer young people are going into the teaching profession is even more serious, and more thought should be given to it.

The satisfactions of a teaching career, under good conditions, must be systematically presented to high school and college students. Indeed, a deliberate effort to identify and attract persons who in all probability would become excellent teachers must be made.



## I. THE PROBLEM

Statement of the problem. "Why do young men and women choose to teach?" "Why do young men and women refuse to become teachers?" These questions are commonly asked by community leaders and others who are genuinely alarmed at the present teacher shortage. It was the purpose of this study to make an attempt to secure answers to these questions, in order that the results may be further used by others in recruiting teachers and promoting teacher selection.

Importance of the study. One would assume that practically all students enrolling in teachers colleges would have made their definite vocational decisions before entering. If selective standards for teaching, comparable to those in law and medicine, were set up and enforced by all institutions training teachers, students would not enter so casually, and a finer professional attitude would be thereby engendered. In most instances, teachers colleges draw their clientele from the immediate vicinities. They obtain in addition to the students who are serious in their intention to teach, those who drift into educational work for lack of a stronger incentive to enter some other field, and those who want "to go to college", and for family or financial reasons enter the institution nearest

home. Proper guidance programs in high school and professional standards for admission would benefit both students and teachers colleges in this respect.

Therefore, it was hoped that the results of this study would be of benefit to administrators and others interested in promoting the teaching profession.

## II. DEFINITIONS OF TERMS USED

Teacher choice student. For the purpose of this study, the teacher choice student was that boy or girl who has chosen or indicated a desire to become a teacher.

Non-teacher choice student. The non-teacher choice student was that boy or girl who has no desire to become a teacher, or who has already made another vocational choice.

College choice student. The use of the term college choice student indicated that that boy or girl had chosen to enter a college or university.

Non-college choice student. A student classified as a non-college choice student was that boy or girl who was not going to college.

## III. SOURCE AND LIMITATION OF DATA

Source of the data. All data used in this study were secured from a questionnaire. The questionnaire was

administered to five hundred and forty-five high school seniors enrolled in four high schools in Terre Haute, Indiana, and one high school in Brazil, Indiana. The schools represented in this study were Indiana State Teachers College Laboratory School, Garfield High School, Gerstmeyer High School, Wiley High School, and Brazil High School. The questionnaire was filled-out under the personal supervision of the investigator and members of the faculties of the schools represented.

Limitation of the data. This study was limited to high school seniors of the five high schools mentioned above. It was further limited to a study of the factors which influenced students in making their decisions concerning the profession of teaching. Such factors as background, education, religion, and attitudes have been dealt with in this study.

It was regretted that this study was made during the last few weeks of the school year. Nevertheless, the seniors who participated in this study were very cooperative. It was believed that even though the questionnaire was administered at a time when the seniors were extremely busy, the results were not altered greatly because of the fine cooperation and interest shown by these seniors.

This study did not propose to present a solution to the problem. It was essentially a clue-hunting enterprize to establish factors which could be used by others to alleviate a critical situation.

## CHAPTER II

### REVIEW OF LITERATURE

Every effort should be made to present teaching as a dignified, effective professional service. The public should know of the fine work going on in the schools. This recognition will give teachers pride in their work, which is necessary if they are to attract youth to the profession.

A study by C. T. Archer<sup>1</sup> showed that the following factors are operating to keep candidates away from the teaching profession, namely: (1) salaries; (2) lack of economic security; (3) social life; (4) disrespect for the profession; and (5) housing. He indicated that the situation throughout the country is one which may well be viewed with alarm and which requires immediate attention.

Predictions have indicated that the shortage of teachers is likely to continue from two to fifteen years.<sup>2</sup> Ludeman has predicted that if standards are raised to those of 1941 and in some states raised beyond that, the severe shortage should not run for more than one or two years.

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1 C. T. Archer, "Recruiting for the Teaching Profession", School and Society, 63:92-96, February 9, 1946.

2 R. H. Eliassen and E. W. Anderson, "Investigations in Teacher Supply and Demand Reported in 1946," Education Research Bulletin, 26:59, March, 1947.

He stated that risk would be well taken to bring back better qualified teachers.<sup>3</sup> All indications point to the fact that the extreme shortage of teachers will continue for quite some time. This will be particularly true in the elementary field.

T. R. Purdom,<sup>4</sup> Director, Bureau of Appointments, University of Michigan, presented in an article a number of reasons why young people are not going into teaching. He stated that poor teaching is the main reason for keeping young people out of the teaching profession. Another of the main reasons given by Mr. Purdom is that teaching is not rewarded as research is. People in the teaching profession are not enthusiastic about it, and for the most part, do not encourage young people to go into it. The last main reason to be mentioned and one of the most serious concerns the condition under which our teachers have to live.

There have been many studies made as to the reasons why young people are reluctant to enter the teaching field. The reasons given in the reports of D. F. Cobb and B. A. Stevens are as follows:

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<sup>3</sup> W. W. Ludeman, "Time for Teacher Inventory", American School Board Journal, 3:60, November, 1945.

<sup>4</sup> T. R. Purdom, "Concerning Supply and Reasons for Shortage of Teachers," The American Association of Teachers Colleges, 25th Yearbook, 1946, p. 33-38.

1. Teachers have acquired a reputation that amounts almost to a stigma.
2. Generally, teachers are classified as unattractive, lacking in style, and overbearing.
3. Professional relations of teachers with administrators and supervisors frequently are neither courteous nor considerate.
4. Education Departments in our colleges too often are not strong divisions.
5. Teacher salaries are not comparable to other services which require equal professional training or less.
6. They (young people) believe the social life of a teacher must be restricted.
7. They (young people) too often find teachers not qualified, and this condition lowers the standing of the profession.
8. They (young people) often develop unfavorable attitudes because of experiences they have had because of poor teaching.

Not only is the teacher shortage acute in the United States, but in other countries as well. Concerning the problems and conditions connected with the training of teachers in Wales, a study was made by a headmaster of a London Selective Central School concerning teaching as a profession. The results showed that students were definitely against "teaching as a career." Reasons for their biased

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5 Osman R. Hull, "Recruiting Young People for Teaching," The Phi Delta Kappan, 28:8, September, 1946.

opinions were similar to those found in this study. The incentive for the headmaster's making the report resulted from the following statement made by the well-known McNair Report.<sup>6</sup>

In the future, as in the past, a great deal will depend upon what the pupils see for themselves in their day-by-day contacts with school conditions and their teachers. There is not a moment to lose in so reforming the schools and improving the daily lot of teachers that the children are not repelled by what they see for themselves of the teacher's workaday life. This claim is at least as valid for primary as for post-primary schools. The child's mind is 'wax to receive, marble to retain' impressions, and the earliest emotional responses to the school environment are of great importance.

W. W. Ludeman<sup>7</sup> stated that many hesitate to become teachers because the standards have been lowered, while those of other professions have held fast during the war period.

While all states were certifying almost any person with small regard to credits earned and with preparation of as little as six weeks of summer school, or none at all, for the tremendously important task of developing the minds, characters, and personalities of the children of our nation, the states and the professions refused to lower the levels of training in medicine, dentistry, and law; and the emergency caused by the war made slight, if any, change in the training requirements for pharmacists, engineers, nurses, beauticians, architects, undertakers, veterinaries, and other professions controlled by state law.

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<sup>6</sup> From a correspondent, "Teaching as a Career," The Times Educational Supplement, 1515:231, May 13, 1944.

<sup>7</sup> Ludeman, op. cit., p.60

Even as far back as 1929, a study was made by E. V. Hollis<sup>8</sup> concerning the question, "Why do freshman in teachers colleges choose teaching as a life work?". His study involved more than four hundred freshmen in State Teachers College, Morehead, Kentucky. The freshmen were instructed to recognize, classify, and evaluate the reasons for going into teaching. This study was an attempt to get prospective and beginning teachers to justify their vocational choices.

Isabel Stephens,<sup>9</sup> Assistant Professor of Education at Wellesly College, gave the following reasons for young people's hesitating to enter the teaching profession:

1. Teachers are born, not made. You either are good at teaching or you are not. It is a talent that cannot be trained or learned.
2. Teaching is the safe and stodgy thing to do. . . There is no chance of teaching anywhere except in stuffy little towns or suburbs or in girls boarding schools, where I would be 'the young element' among the dried herring.
3. Teachers are old maids. I want to get married and that means I ought to meet men in the next few years. Teaching is the dead end.
4. Teaching is dull and monotonous.

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<sup>8</sup> E. V. Hollis, "Why They Teach." Educational Administration and Supervision, 15:678-684, December, 1929.

<sup>9</sup> Isabel Stephens, "What Hope for Women Teachers," Atlantic, 179:78-79, April, 1947.



A very interesting study was made by William B. Tudhope<sup>10</sup>, an Englishman, concerning the motives which influenced a group of training college students to choose the teaching profession. The inquiry was made amongst 643 students in training at a two-year teachers' training college in England. Results of the study revealed the following facts:

1. The most influential motives in the choice of the teaching profession were the attractions of a secure job, and fondness for children.
2. Of all the seventeen motives considered, the seven which rank as most important and carry over two-thirds of the total weight are namely, secure job, fondness for children, interest in a special subject, desire to continue one's own education, fondness for teaching, possibility of doing good, and the good salary.
3. Some weight is carried amongst both men and women by a parent's wish, less by the attractions of holidays and an easy job, and singularly little by the negative motive of having nothing better to do.
4. The wish to become a teacher is first formed considerably earlier amongst girls than amongst boys.

The findings reported in the recent study by Charles W. Hardaway, concerning the shortage of elementary teachers, revealed the following:

Students enter the elementary field chiefly because of their love of small children and for the enjoyment of the work. Students enter the secondary field because of their interest or preference and abilities

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<sup>10</sup> William B. Tudhope, "Motives for the Choice of the Teaching Profession by Training College Students," The British Journal of Educational Psychology, 14: 129-141, November, 1944.

in distinct subject-matter areas, because of a desire to teach older children, and because of the practical value and benefits derived from the training received--training which can be utilized in fields other than teaching.

Chief factors which are influential in keeping students away from the elementary curriculum are low salaries of elementary teachers, and bad impressions of the elementary field derived chiefly from elementary teachers themselves.

Most students make their decision of vocation during their senior year in high school. However, a large per cent make their vocational choice during their first three years of high school, and even after entering college.

A majority of students undoubtedly enter a field in which they have been counseled to enter. From all indications teachers and parents are the best counselors, or at least, the ones whose advice is heeded.<sup>11</sup>

A study of the attitudes of high school seniors toward teaching as a profession was made by Arvid J. Burke to determine the potential supply of teachers that would be available under certain conditions. The following summarize his results:

1. More than 80 per cent of the group is not interested in teaching under any conditions.

2. The number interested in teaching if certain conditions were changed exceeds the number planning to teach.

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<sup>11</sup> Charles W. Hardaway, "A Study of the Factors Contributing to the Shortage of Elementary Teachers," The Teachers College Journal, 19:93-96, January, 1948.

3. The greatest interest is in the kind of teaching receiving the highest salaries in the schools with which pupils are familiar.<sup>12</sup>

Why is it that more high school graduates do not choose teaching? This question was considered by high school seniors and guidance officers at a conference which took place at Eastern Washington State College of Education in April, 1946. A questionnaire study was conducted among the members of the 1946 senior class of the John Rogers High School of Spokane, Washington. Carl H. Ferguson has drawn the conclusions from this study and presented them as follows:

First, seniors ignore teaching as a possible career because of attitudes that grow out of teacher-pupil relationships. The antidote lies in procedures to improve these relationships. Second, school people are wasting their enviable recruiting opportunities by not seeing that students have more access to information about their profession. Finally, let us help glamorize teaching, and at the same time let us remember that what we teach is not nearly so important as the way we teach and who is doing the teaching.<sup>13</sup>

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<sup>12</sup> Arvid J. Burke, "Who Wants to Teach?," The Nation's Schools, 38:22-23, December, 1946

<sup>13</sup> Carl H. Ferguson, "Students Look at the Teaching Profession", School Executive, 66: 47-49, September, 1946

### CHAPTER III

#### PRESENTATION AND TREATMENT OF DATA

In studying this particular problem, it seemed that the questionnaire was the best means by which information could be obtained in the shortest possible time from a large group of students. Full recognition was given to the fact that through careless and injudicious use, the questionnaire has evoked much criticism. In defense of the questionnaire the following questions were considered: Was the questionnaire the best method available for obtaining the desired information? Was its purpose of sufficient value to merit the effort involved? Was it worded clearly and concisely, or was its terminology ambiguous and subject to misinterpretation? Were the answers weighted by too great implications in the form in which the inquiries were made? Was the questionnaire administered in such a way and under such conditions as would insure the greatest validity in the replies? Did the students treat the questionnaire seriously? Were the results satisfactory in that they yielded reliable data and not poorly founded opinions?

Fundamentally, a questionnaire deals with what people think instead of what they usually do. The latter may be observed and if not subject to misinterpretation or

bias by the observer, may be recorded as accurate data. Again it may be argued that what people actually think may be regarded as a true expression of their real selves, as opposed to what they reveal but partially in overt action.

In either the questionnaire or the interview, it is impossible to eliminate inaccuracies of recall; but since all court procedure accepts testimony based on recall, it would seem that from more than five hundred cases of high school seniors could be obtained data that would depict with a fair degree of reliability the actual experiences of the particular group of high school seniors. In tabulating the answers on the questionnaire, all that in any way indicated lack of clear comprehension or an attempt to be facetious were discarded.

Development of the questionnaire. Only the most pertinent questions that seemed vital to this topic were used. It was felt that a certain amount of similar information was needed from all students. Part I<sup>1</sup> of the questionnaire contained the following pertinent information:

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<sup>1</sup> A copy of Part I of the questionnaire is included in the Appendix, p. 77-79.

Name of high school

City (or town)

Sex

Race

Religious preference

Nationality of parents

Fathers occupation

Mothers occupation

Number of years father attended school

Number of years mother attended school

College plans

Reasons for not going to college

Number of relatives who are teachers

Reading done concerning the teaching profession

Age made decision to be a teacher

Member of Future Teachers of America Club

Grade level preferred to teach

Major field to pursue while preparing to teach

Length of time expected to teach

Part II and III<sup>2</sup> of the questionnaire were constructed for the purpose of gaining specific information concerning two opposing groups of students. For those

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<sup>2</sup> Copies of Part II and III of the questionnaire are included in the Appendix, p. 80-83

students with a desire to become teachers, Part II contained forty-two statements that might have influenced their choice. All statements applying to each individual were to be checked. After the most applicable statements were checked, the student was instructed to go back and encircle the three checked that influenced him most in his choice to become a teacher. Likewise, for students with no desire to become teachers, Part III contained forty-five statements that might have influenced them in their choices. Thus, Part III was treated in the same manner as Part II with regards to the checking of the statements.

Treatment and analysis of the data. Replies from each student questionnaire were coded and punched on a separate master card. Tabulation was done by running the master cards through a tabulating machine. The results from the items on the questionnaire were classified and put in table form.

Since several of the items after tabulation revealed little importance with reference to this study, they were not put in table form. These were race, nationality, and membership in the Future Teachers of America Club. The number of colored students was so small that to treat race alone would have been a waste of time. It was also felt that the great variation of answers and their interpretations

would invalidate a question concerning the nationality of parents. Only one school conducted a Future Teachers of America Club. This small percentage in one school was of little or no value in this study.

Through the cooperation and under the supervision of faculty members of the schools represented, the questionnaires were administered. In most of the schools, a favorable attitude on the part of the seniors toward the questionnaires was cultivated by the giving of information about the nature of the study prior to the actual use of the blanks. Each senior was assured that his frankness in filling out the questionnaire would in no way affect his standing in school. Such assurance, it was felt, minimized any objections and unfavorable reactions on the part of those who were not fully in accord with the undertaking and with the methods employed.

A comparison of school totals in Table I showed that Wiley High School contributed over twice as many students to the total number in the study as did Gerstmeier High School and Brazil High School. Garfield High School and the Laboratory School contributed considerably less. However, this study was not greatly concerned with individual school comparisons. In several instances, school comparisons were made only as a matter of interest and curiosity.



Any conclusions that might be drawn concerning such comparisons was considered outside the scope of this study. The present study disregarded making comparisons by school except as mentioned above.

TABLE I  
TOTAL NUMBER OF STUDENTS BY SCHOOL

School	Male		Female		Total	
	No.	%	No.	%	No.	%
Laboratory	8	3	11	4	19	3
Garfield	40	17	54	18	94	17
Gerstmeyer	50	21	54	17	104	19
Wiley	96	40	128	42	224	41
Brazil	47	19	57	19	104	19
Total	241	100	304	100	545	100

Note: Percentages were computed by sex.

In an effort to make an analysis of the results secured by the questionnaire, the writer has chosen to divide the differences of opinion into two classes as follows: teacher choice and non-teacher choice. In a few cases a differentiation was also made between a college and non-college decision. Tables in the study were arranged accordingly.

Do more girls than boys choose to become teachers?

Table II showed the number and percentages of boys and girls who had chosen or had not chosen to become teachers. Of the 545 students participating in the survey, 241 were male and 304 were female. There were 99 or 18 per cent of the students who indicated their desire to become teachers. A total of 446 or 82 per cent indicated no desires to become teachers.

TABLE II

DECISIONS CONCERNING TEACHING AS A  
PROFESSION WITH PERCENTAGES BY SEX

Choice	Distribution				Total	
	No.	Male %	No.	Female %	No.	%
Teacher	29	12	70	23	99	18
Non-teacher	212	88	234	77	446	82
Total	241	100	304	100	545	100

The percentage of teachers as compared with the percentage of non-teachers indicated that 29 or 12 per cent, approximately one seventh, of all the boys indicated a desire to become teachers. There were 70 or 23 per cent, one third, of all the girls who indicated a desire to become teachers.

Table III contained the same information as Table II except that the percentages were computed according to a

teacher and non-teacher choice.

TABLE III

DECISIONS CONCERNING TEACHING AS A  
PROFESSION WITH PERCENTAGES BY CHOICE

Sex	Distribution				Total	
	Teacher No.	Teacher %	Non-teacher No.	Non-teacher %	No.	%
Male	29	29	212	48	241	44
Female	70	71	234	52	304	56
Total	99	100	446	100	545	100

Of the 545 students in this study, 99 indicated their desires to become teachers. There were 446 who indicated their desires not to become teachers. Of the students making the teacher choice 29 or 29 per cent were male, and 70 or 71 per cent were female. There were 212 or 48 per cent of the students making the non-teacher choice who were male, and 234 or 52 per cent who were female. Of all students 241 or 44 per cent were male, and 304 or 56 per cent were female. These percentages showed that the number of boys who answered the questionnaire as compared with the number of girls was approximately the same.

In an attempt to discover whether or not religion was a factor in choosing teaching as a profession, the questionnaire called for the religious preference of each

student. Table IV showed that 78 or 79 per cent of all students making the teacher choice were Protestant, 11 or 11 per cent were Catholic, and the remainder were of various faiths. Of the students making the non-teacher choice, 341 or 76 per cent were Protestant, 56 or 12 per cent were Catholic, and the remainder were of various faiths. Considering all 545 students used in the survey, 419 or 77 per cent, approximately three-fourths, were Protestant. There were 67 or 12 per cent who were Catholic. The remaining 59 or 11 per cent were in the various faith class.

TABLE IV  
RELIGIOUS PREFERENCE  
WITH PERCENTAGES BY CHOICE

Religion	Distribution				Total	
	Teacher No.	%	Non-teacher No.	%	No.	%
Protestant	78	79	341	76	419	77
Catholic	11	11	56	12	67	12
Others*	10	10	49	11	59	11
Total	99	100	446	100	545	100

\* Others included Jewish, Greek Orthodox, no preference, etc.

Table V has been prepared for the purpose of determining the percentage of each religious sect for students desiring to become teachers.

TABLE V  
RELIGIOUS PREFERENCE  
WITH PERCENTAGES BY RELIGIOUS PREFERENCE

Choice	Distribution						Total	
	Protestant		Catholic		Others*			
	No.	%	No.	%	No.	%	No.	%
Teacher	78	19	11	16	10	17	99	18
Non-teacher	341	81	56	84	49	83	446	82
Total	419	100	67	100	59	100	545	100

\* Others included Jewish, Greek Orthodox, no preference, etc.

Of the 419 Protestant students, 78 or 19 per cent indicated a desire to become teachers. Of the 67 Catholics, 11 or 16 per cent chose to become teachers. Of the 59 remaining who indicated various religions preferences 10 or 17 per cent chose to become teachers.

In answer to the question, "What is your father's occupation?", Table VI gives the selected occupational classifications. The United States Employment Service Occupational Classes Classification was used with the addition of unemployed, deceased, and unknown.

In some cases classification of the answers was very difficult. For instance, if the student said that his father was an engineer, it was impossible to tell whether he was a civil engineer or a locomotive engineer.

The classification in one case should be professional and in the other skilled. However, since the errors of classification would be chance errors rather than systematic, it was possible that the comparative percentages were not greatly changed.

Table VI showed the comparative percentages of the various occupations of the teacher choice and the non-teacher choice, respectively.

TABLE VI  
OCCUPATIONS OF FATHERS  
WITH PERCENTAGES BY CHOICE

Occupational Classes (U.S.E.S.) Classification	Distribution				Total No.    %	
	Teacher No.        %		Non-teacher No.        %			
Professional and Managerial*	18	18	84	19	102	19
Clerical	4	4	6	1	10	2
Sales	4	4	34	8	38	7
Agriculture	1	1	15	3	16	3
Service	9	9	8	2	17	3
Skilled	2	2	34	8	36	7
Semi and unskilled	43	44	210	47	253	46
Unemployed	3	3	8	1	11	2
Deceased	6	6	22	5	28	5
Unknown	9	9	25	6	34	6
Total	99	100	446	100	545	100

\* Included teachers.

The greatest percentage of fathers was classed in the semi and unskilled classification group. This was true for both the teacher and non-teacher choice by students. However, second in classification for both choices was the professional and managerial classification.

Included in the professional and managerial classification were those fathers and mothers who are teachers. Table X and XI treated teaching separately as an occupational classification group. An analysis of teaching as the profession of parents accompany these tables.

Table VII treated the occupations of fathers by individual classification groups.

It was noted in Table VII that a very small percentage of those students indicating a teacher desire came from families whose fathers are in the professional and managerial classification.

It was shown in Table VII that of the fathers classified in the professional and managerial class, a very small percentage, 18 per cent, of the students chose to become teachers. This was likewise true of all other occupational classes except for clerical and service occupations. There were 4 or 40 per cent of students with fathers of the clerical classification who indicated a desire to become teachers. Of students with fathers of the service classification 9 or 53 per cent indicated a desire

TABLE VII  
OCCUPATIONS OF FATHERS  
WITH PERCENTAGES BY OCCUPATIONS

Choice	Professional and Managerial *		Clerical		Sales		Agricultural		Service		Skilled		Semi and Unskilled		Unemployed		Deceased		Unknown		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teacher	18	18	4	40	4	11	1	6	9	53	2,	6	43	17	3	27	6	21	9	26	99	18
Non-teacher	84	82	6	60	34	89	15	94	8	47	34	94	20	83	8	73	22	79	25	74	446	82
Total	102	100	10	100	38	100	16	100	17	100	36	100	253	100	11	100	28	100	34	100	545	100

\* Included teachers



to become teachers.

In answer to the question "What is your mother's occupation?", Table VIII gave the selected occupational classification. The United States Employment Service Occupational Classes Classification was used with the addition of unemployed, deceased and unknown.

TABLE VIII  
OCCUPATION OF MOTHERS WITH PERCENTAGES  
BY CHOICE

Occupational Classes (U.S.E.S.) Classification	Distribution				Total No.    %	
	Teacher		Non-teacher			
	No.	%	No.	%		%
Professional and Managerial*	11	11	18	4	29	5
Clerical	3	3	34	8	37	7
Sales	1	1	4	1	5	1
Agriculture	0	0	1	0	1	0
Service	0	0	4	1	4	1
Skilled	1	1	4	1	5	1
Semi and Unskilled	6	6	24	5	30	6
Unemployed **	59	60	275	62	334	61
Deceased	1	1	6	1	7	1
Unknown	17	17	76	17	93	17
Total	99	100	446	100	545	100

\* Included teachers

\*\* Included Housewives

Table VIII showed the comparative percentages of the various occupations of the teacher choice and the non-teacher choice, respectively.

The greatest percentage of mothers was classed in the unemployed group. This was due to the fact that the majority of mothers were listed by students as housewives. This is true for both the teacher and non-teacher choice students. Second in classification were mothers in the clerical group. There were 37 or 7 per cent of the students' mothers who were in this group. Mothers who have been classified under the occupational heading of professional or managerial comprised five per cent of all mothers represented. The large percentage in this case was due to the number of mothers doing full or part-time teaching.

Table IX treated the occupations of mothers by individual classification groups. Of the 29 mothers in the professional and managerial group, 11 or 38 per cent were mothers of students who indicated the teacher choice. All other occupational classes ranked nearly the same in regard to student teacher choices.

TABLE IX  
OCCUPATIONS OF MOTHERS  
WITH PERCENTAGES BY OCCUPATIONS

Choice	Professional and Managerial *	Clerical	Sales	Agricultural	Service	Skilled	Semi and Unskilled	Unemployed **	Deceased	Unknown	Total
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
Teacher	11 38	3 8	1 20	0 0	0 0	1 20	6 20	59 18	1 14	17 18	99 18
Non-teacher	18 62	34 92	4 80	1 100	4 100	4 80	24 80	275 82	6 86	76 82	446 100
Total	29 100	37 100	5 100	1 100	4 100	5 100	30 100	334 100	7 100	93 100	545 100

\* Included teachers.  
\*\* Included housewives.

It was shown in Table X that of the 99 students who indicated a desire to become teachers, 4 or 4 per cent had fathers who were teaching, and 5 or 5 per cent had mothers who were teaching. In other words, approximately 10 per cent of these students had parents who were teaching.

TABLE X  
PARENTS WHO ARE TEACHERS WITH PERCENTAGES  
BY CHOICE

Occupation of Teaching	Distribution				Total	
	Teacher		Non-teacher		No.	%
	No.	%	No.	%		
Father	4	4	4	1	8	1
Mother	5	5	7	2	12	2
Neither	90	91	435	97	525	97
Total	99	100	446	100	545	100

Of the 446 students who chose not to become teachers 4 or 1 per cent had fathers who were teaching, and 7 or 2 per cent had mothers who taught either full or part time. Only 3 per cent of these students had parents that were teaching.

Only 20 or 3 per cent of all students used in this survey had parents who were teachers. Table X seemed to indicate that students with a desire to teach had more parents who were teachers than those who had no desire

to teach. It was also shown in this table that the majority, 91 per cent, of those choosing to teach had no parents who were teachers.

Table XI brought out that of the 8 fathers who taught 4 or 50 per cent were fathers of students who chose teaching as a professional goal. Of the 12 mothers who taught part or full-time, 5 or 42 per cent were mothers of students who indicated a desire to teach. There were 525 students who had neither parent teaching. Of this total 90 or 17 per cent were parents of students who had decided to pursue teaching as a vocation.

TABLE XI  
PARENTS WHO ARE TEACHERS WITH PERCENTAGES BY PARENTS

Choice	Teaching Distribution						Total	
	Father No.	%	Mother No.	%	Neither No.	%	No.	%
Teaching	4	50	5	42	90	17	99	18
Non-teaching	4	50	7	58	435	83	446	82
Total	8	100	12	100	525	100	545	100

The information available about the education of the parents of students was given in answer to the following questions on the questionnaire: "How many years did your father attend a college or university, high school,

and grade school? How many years did your mother attend a college or university, high school, and grade school?"

The answers to these questions can be taken only as a very general indication of the amount of education of the parents, as many students had only a vague idea as to the actual amount of education which their parents have had. It was also possible that college may have been interpreted by the students to mean business colleges as well as liberal arts colleges.

According to Table XII, the median education of parents of students indicating a teacher choice was 11.5 years. The median education of parents of students indicating the non-teacher choice was 10.5 years of education. The difference of one year seemed to be in favor of parents of students desiring to become teachers.

The combined or total group median education was 11 years. This tabulation did not include those who did not answer the questions or those who were not sure.

The largest number of students came from families where the education of their parents was less than that of the smaller group of students. This large percentage of students made up the non-teacher group. The students who indicated the desire to become teachers had parents who were in general better educated than the parents of students

TABLE XII

AVERAGE EDUCATION OF PARENTS  
OF STUDENTS MAKING THE TEACHER DECISION

Parent	Distribution											
	Teacher				Non-teacher				Total			
	Elem.	H.S.	College	Total	Elem.	H.S.	College	Total	Elem.	H.S.	College	Total
Father	8	3	0	11	8	2	0	10	8	2.5	0	10.5
Mother	8	4	0	12	8	3	0	11	8	3.5	0	11.5
Total	8	3.5	0	11.5	8	2.5	0	10.5	8	3	0	11

who had no desire to become teachers

It was felt that a comparison of students who indicated a desire to enter college with those who had no desire to go to college might reveal some fact that would prove valuable in this study. Many students go to college without goal or purpose. Perhaps if the right students who are going to other than teachers colleges could be guided into the proper channels while in high school, they might become persons whom the teaching profession would be proud of.

Table XIII showed that of the students who would be going to college, the median education of their parents was 12 years. For students who would not be going to college, the median education of their parents was 10 years. Table XIII seemed to indicate that students planning to go to college had parents with higher degrees of education than those parents of students who were not planning to go to college.



TABLE XIII

AVERAGE EDUCATION OF PARENTS OF STUDENTS  
MAKING THE COLLEGE DECISION

Parent	Distribution											
	Teacher				Non-teacher				Total			
	Elem.	H.S.	College	Total	Elem.	H.S.	College	Total	Elem.	H.S.	College	Total
Father	8	4	0	12	8	1	0	9	8	2.5	0	10.5
Mother	8	4	0	12	8	3	0	11	8	3.5	0	11.5
Total	8	4	0	12	8	2	0	10	8	3	0	11

In reply to the question, "Do you intend to go to college?", 320 seniors indicated their intention of going to college, as compared with the 225 who indicated their intention of not going to college. This was shown in Table XIV. Over 50 per cent of all students in this study planned to go to college. It was evidence of the success which educators have achieved in selling the college idea to high school students, and also threw light on the problem of why students drop out of college, and why some colleges have low standards.

TABLE XIV  
STUDENTS CHOOSING TO ENTER COLLEGE

School	Distribution				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Laboratory	8	5	9	5	17	5
Garfield	28	19	33	19	61	19
Gerstmeier	18	12	20	12	38	12
Wiley	77	51	87	51	164	51
Brazil	19	13	21	13	40	13
Total	150	100	170	100	320	100

Note: Percentages were computed by sex.

The significant factor in this table was the proportion of girls and boys intending to enter college. Approximately an equal number of both sexes indicated an intention to enter college.

Of the total number going to college, 51 per cent were students of Wiley High School. The remaining 49 per cent was composed of students from the other four schools.

It was shown in Table XV that 225 students indicated a negative answer to the question, "Do you intend to go to college?"

TABLE XV

STUDENTS HAVING NO DESIRE FOR A COLLEGE  
EDUCATION

School	Distribution				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Laboratory	0	0	2	15	2	1
Garfield	12	13	21	16	33	15
Gerstmeier	31	35	35	26	66	29
Wiley	19	21	41	31	60	27
Brazil	28	31	36	21	64	28
Total	90	100	135	100	225	100

Note: Percentages were computed by sex.

It was shown in Table XV that the number of boys who did not intend to go to college was approximately the same as the girls. The importance of comparing the five schools individually was of no value except as a matter of general interest. This study was more concerned with totals with little regard to specific schools; however, judging from the variations of students indicating the college choice, there seemed to be some indication that a relationship existed between schools and types of guidance, which may have influenced the students in choosing to attend college.

In answer to the question, "Where do you intend to go to college?", the 320 seniors who indicated a college desire were classified under three headings. These were Indiana State Teachers College, Others, and Undecided. For the purpose of this study it was felt that to list individual colleges would be needless.

Table XVI showed that 168 students have chosen Indiana State Teachers College. In this case 107 or 64 per cent of the students who indicated a desire to go to Indiana State Teachers College were girls. There were 134 students who were planning to attend some other college. Of these students 75 or 56 per cent were boys. Only 18 students were undecided in their choice of colleges.

TABLE XVI

COLLEGE PREFERENCE OF STUDENTS WITH  
PERCENTAGES BY PREFERENCE

Sex	College Preferred						Total	
	ISTC		Others		Undecided			
	No.	%	No.	%	No.	%	No.	%
Male	61	36	75	56	14	78	150	47
Female	107	64	59	44	4	22	170	53
Total	168	100	134	100	18	100	320	100

Table XVII was arranged for the purpose of determining the percentage of each sex planning to attend Indiana State Teachers College and other colleges.

TABLE XVII

COLLEGE PREFERENCE OF STUDENTS  
BY SEX

School	Distribution				Total	
	Male		Female			
	No.	%	No.	%	No.	%
I S T C	61	41	107	63	168	53
Others	75	50	59	35	134	42
Undecided	14	9	4	2	18	5
Total	150	100	170	100	320	100

Of the 150 boys going to college, 61 or 41 per cent intended to go to Indiana State Teachers College; seventy-five or 50 per cent intended to go to some other college; and the remaining 14 or 9 per cent were undecided.

There were 107 or 63 per cent of the girls who indicated their choice as Indiana State Teachers College; 59 or 35 per cent of the girls chose some other college; and the remaining 4 girls or 2 per cent were undecided.

From Table XVII the investigator concluded that of the 320 who planned to go to college, 168 or 53 per cent chose Indiana State Teachers College; 134 or 42 per cent desired to enter some other college or a university; and eighteen or 5 per cent were undecided.

Since this study was primarily concerned with why students do or do not choose teaching as a profession, Table XVIII was organized to determine how many of the 99 students who indicated a desire to be teachers would attend Indiana State Teachers College. This table was also arranged with the colleges preferred classified under three headings. These headings were Indiana State Teachers College, Other and Undecided.

Of the 80 students who chose to attend Indiana State Teachers college, 59 or 74 per cent were girls.

TABLE XVIII

COLLEGE PREFERENCE OF STUDENTS INDICATING A TEACHER  
CHOICE WITH PERCENTAGES BY PREFERENCE

Sex	School Preferred						Total	
	I. S. T.C.		Others		Undecided			
	No.	%	No.	%	No.	%	No.	%
Male	21	26	3	27	5	63	29	29
Female	59	74	8	73	3	37	70	71
Total	80	100	11	100	8	100	99	100

There were 11 students who were going to other colleges to prepare to teach. Of these students 8 or 73 per cent were girls. Of the 8 students who were undecided, 5 or 63 per cent were boys.

Table XIX revealed that 21 or 73 per cent of the boys indicating a desire to teach chose Indiana State Teachers College for their training. There were 59 or 84 per cent of the girls who intended to enter Indiana State Teachers College to prepare to teach. Of the 99 students who indicated a teacher choice, 80 or 81 per cent preferred to enter Indiana State Teachers College. This seemed to indicate that a teachers college located close to the homes of students had its influence upon their choice of colleges.

TABLE XIX

COLLEGE PREFERENCE BY SEX OF STUDENTS INDICATING  
A TEACHER CHOICE

School	Distribution				Total	
	Male		Female			
	No.	%	No.	%	No.	%
I.S.T.C.	21	73	59	84	80	81
Others	3	10	8	12	11	11
Undecided	5	17	3	4	8	8
Total	29	100	70	100	99	100

In reply to the questions, "If you do not intend to go to college, is it because (1) You lack funds? (2) Not interested? (3) Family needs support? or (4) Other reasons?", 225 seniors indicated their reasons for going to college as shown on Table XX.

The percentage of girls who gave "lack of funds" as the reason, or one of the reasons, why they did not intend to go to college was 54 per cent. The corresponding percentage for the boys was 46 per cent.

Of the 112 students who gave "not interested" as their reason, or one of the reasons, for not going to college, 76 or 68 per cent were girls and 36, or 32 per cent were boys.



TABLE XX

REASONS FOR STUDENTS NOT INTENDING  
TO GO TO COLLEGE

Sex	Distribution								Total	
	Lack funds		Not interested		Family needs support		Other reasons			
	No.	%	No.	%	No.	%	No.	%		
Male	19	54	36	32	5	50	30	44	90	40
Female	16	46	76	68	5	50	38	56	135	60
Total	35	100	112	100	10	100	68	100	225	100

Note: Percentages were computed by reasons.

Fewer students gave "family needs support" as their reason for not going to college than any other reason. Only 5 girls and 5 boys checked this reason for not going to college. Of the students giving other reasons 38 or 56 per cent were girls. The remaining 30 students or 44 per cent were boys.

In order to determine what reason was used the most by students who were not intending to enter college, Table XXI was prepared.

TABLE XXI

SEX DISTRIBUTION OF STUDENTS GIVING REASONS FOR  
NOT GOING TO COLLEGE

Reason	Distribution				Total	
	Male No.	%	Female No.	%	No.	%
Lack Funds	19	21	16	12	35	16
Not interested	36	40	76	56	112	50
Family needs support	5	6	5	4	10	4
Other reasons	30	33	38	28	68	30
Total	90	100	135	100	225	100

The greater percentage of boys gave "not interested" as their reason. There were 36 or 40 per cent of the boys who gave this reason. A corresponding 56 per cent of the

girls gave the same reason for not intending to enter college.

According to Table XXI, 112 or 50 per cent of all students not going to college gave "Not interested" as their reason.

TABLE XXII  
STUDENTS WITH RELATIVES WHO TEACH WITH  
PERCENTAGES BY RELATIVES

Choice	Students Having Relatives who Teach		Students Having No relatives who Teach		Total	
	No.	%	No.	%	No.	%
Teachers	56	23	43	14	99	100
Non-teachers	190	77	256	86	446	82
Total	246	100	299	100	545	100

Table XXII presented the results secured from the question "Have you any relatives who are teachers?" Two hundred and forty-six students said they had relatives who taught. There were 190 or 77 per cent of the students having relatives who taught who were students with no desire to become teachers. Of the students having relatives in the teaching profession 56 or 23 per cent were students who indicated a desire to be teachers.

Of the 299 students who had no relatives who were teachers, 256 or 86 per cent were students with no desire to become teachers. The remaining 43 or 14 per cent having no relatives who were teachers were students who made the teacher choice.

Table XXIII showed that of the 99 students who desired to become teachers, 56 or 57 per cent had relatives who were teachers. There were 43 or 43 per cent who had no relatives who taught. Of the 446 students who had no desire to teach, 256 or 57 per cent had no relatives who were teachers. A total of 190 or 43 per cent had relatives who were teachers. From this table it was learned that approximately one half of all the questioned students had relatives who were teachers.

TABLE XXIII

TEACHER AND NON-TEACHER STUDENTS WITH RELATIVES WHO TEACH  
WITH PERCENTAGES BY CHOICE

Relatives	Distribution				Total	
	Teachers		Non-teachers		No.	%
	No.	%	No.	%		
Relatives	56	57	190	43	246	45
No relatives	43	43	256	57	299	55
Total	99	100	446	100	545	100

In answer to the question, "How many relatives have you who are teachers?", Table XXIV disclosed that a total of 500 relatives were teachers. Of the relatives 378 were relatives of students who had no desire to teach. There were 122 relatives who were relatives of students who indicated a desire to teach.

TABLE XXIV

NUMBER OF RELATIVES WHO TEACH OF STUDENTS MAKING  
THE TEACHER CHOICE

Students	Number of relatives who teach	
	No.	%
Teacher	122	24
Non-teacher	378	76
Total	500	100

Table XXV presents the results secured from the question "Have you any relatives who are teachers?" These results concerned college and non-college students.

Of the 246 who had relatives who were teachers 159 or 65 per cent were planning to go to college. There were 161 or 54 per cent of the students having no teacher relatives who were going to college, as compared with the 138 or 46 per cent of students who were not planning to go to college.

TABLE XXV

COLLEGE AND NON-COLLEGE STUDENTS WITH RELATIVES WHO  
TEACH WITH PERCENTAGES BY RELATIVES TEACHING

Choice	Students having relatives who teach		Students having No relatives who teach		Total	
	No.	%	No.	%	No.	%
College	159	65	161	54	320	59
Non-College	87	35	138	46	225	41
Total	246	100	299	100	545	100

In Table XXVI it was shown that of the 320 students indicating a desire to go to college, 159 or 50 per cent had relatives who were teachers, and 161 or 50 per cent had no teacher relatives.

TABLE XXVI

DISTRIBUTION OF COLLEGE AND NON-COLLEGE STUDENTS  
WITH RELATIVES WHO TEACH

Relatives	Distri bution				Total Students No.    %	
	College No.        %		Non-college No.        %			
Relatives	159	50	87	39	246	45
No relatives	161	50	138	61	299	55
Total	320	100	225	100	545	100

Of the 225 students who had no desire to go to college, 138 or 61 per cent had no relatives who were teachers and 87 or 39 per cent had relatives who were teachers.

In answer to the question, "How many relatives have you who teach?", Table XXVII showed that of the 500 relatives who were teachers, 313 or 63 per cent of the students who had relatives who were teachers were planning to enter college. Of the students who had relatives who were teachers 187 or 37 per cent did not plan to go to college.

TABLE XXVII

NUMBER OF RELATIVES WHO TEACH OF STUDENTS MAKING  
THE COLLEGE CHOICE

Choice	Number of relatives who teach	
	No.	%
College	313	63
Non-college	187	37
Total	500	100

It was shown in Table XXVIII that 29 boys and 70 girls had indicated a desire to become teachers. Therefore, more than twice as many girls were planning to become teachers as boys were so planning.

TABLE XXVIII  
STUDENTS CHOOSING TO TEACH

School	Distribution				Total	
	Male No.	%	Female No.	%	No.	%
Laboratory	2	7	3	4	5	5
Garfield	3	10	18	26	21	21
Gerstmeier	6	21	8	12	14	14
Wiley	13	45	31	44	44	45
Brazil	5	17	10	14	15	15
Total	29	100	70	100	99	100

Note: Percentages were computed by sex

Of the total number of students indicating a teacher desire, 45 per cent were students of Wiley High School. This comparison of schools, as was mentioned previously, was of no value except as a matter of interest.

The significant factor in Table XXXIX was the proportion of girls and boys having no desire to become teachers. Approximately an equal number of both sexes indicated this desire. Again Wiley High School outranked the other schools in the number of students with no desire for becoming teachers. This was probably because of the larger number of students who participated in the study.



TABLE XXIX

SEX DISTRIBUTION OF STUDENTS HAVING NO DESIRE TO  
TEACH

School	Distri bution				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Laboratory	6	3	8	4	14	3
Garfield	37	17	36	15	73	17
Gerstmeyer	44	21	46	20	90	20
Wiley	83	39	97	41	180	40
Brazil	42	20	47	20	89	20
Total	212	100	234	100	446	100

It was very interesting to note that an analysis of the reading concerning the teaching profession disclosed that students do less reading than might be done.

TABLE XXX

STUDENTS DOING PROFESSIONAL READING CONCERNING TEACHING  
WITH PERCENTAGES BY CHOICE

Read	Distribution				Total	
	Teachers		Non-teachers			
	No.	%	No.	%	No.	%
Yes	67	68	134	30	201	37
No	32	32	312	70	344	63
Total	99	100	446	100	545	100

Table XXX showed that of the 99 students indicating the teaching choice, 67 or 68 per cent had done some reading concerning the profession of teaching. There were 32 or 32 per cent of these students who had done no reading. It was encouraging to learn that of those desiring to become teachers those who had done some reading outnumbered those who had not by 2 to 1.

Of the 446 students with no desire to become teachers, 134 or 30 per cent had done reading concerning the teaching profession as compared with the 312 or 70 per cent who had done no reading. This was an indication that students need to be encouraged to read more concerning the teaching profession if the supply of teachers is to be strengthened.

Table XXXI gave the percentage of students making either the teacher or non-teacher choice who had done some reading concerning the teaching profession. Of the 201 students who had done reading concerning the teaching profession, 67 or 33 per cent (one-third) were those who had decided to become teachers. There were 134 or 67 per cent (two-thirds) who were students with no desire to become teachers.

The majority of students doing no reading concerning the teaching profession was composed of those who had no desire to become teachers. Only 32 or 9 per cent of the 344 students making the non-teacher choice were classified in the no reading column.

TABLE XXXI

STUDENTS DOING PROFESSIONAL READING CONCERNING TEACHING  
WITH PERCENTAGES BY STUDENTS DOING READING

Choice	Distribution				Total	
	Reading No.	%	No Reading No.	%	No.	%
Teacher	67	33	32	9	99	20
Non-teacher	134	67	312	91	446	82
Total	201	100	344	100	545	100

In answer to the question, "At approximately what age did you make your decision to be a teacher?" there were replies from all of the students who indicated their desires to become teachers.

Table XXXII showed the average (median) age of the boys as compared with that of the girls when they decided to become teachers. The median age for boys was one year later than for the girls. This indicated that the girls claimed to have made their choice earlier than the boys. These figures may have reflected the fact that girls are more prone to follow or choose teaching as a profession since vocational choices for girls are more limited than those for boys. Another factor may have been the reservation in the minds of the girls that ultimately they would marry. Therefore, not expecting to follow a gainful

occupation for life, they did not give the matter as prolonged consideration as the boys.

TABLE XXXII  
AGE THAT PUPILS MADE THEIR DECISION TO  
BECOME TEACHERS

Sex	Answers		Median Age in Years
	No.	%	
Male	29	29	16
Female	70	71	15
Total	99	100	15.5

Note: Percentages were computed by number of answers.

It was obvious that the completion of the high school course necessitates a decision, and approximately all of this group of seniors acknowledged that their future educational plans were not considered settled until that time.

Can girls and boys at these ages make intelligent decisions concerning their careers? The fact that the average age at which students chose teaching as a career was fifteen and one half years indicated that in many cases, they could not have made a decision on the basis of a reasoned comparison of their own capacities and the

and the requirements of the teaching profession.

No proper age for making the decision to become teachers can be established for a group of individuals, since choice of vocation is dependent not on age but on the maturity of the individual, and the knowledge he may have on which to base his decision.

Of the students who indicated a desire to become teachers, the following question was asked. "What grade level would you prefer to teach?". The students were given four choices which included grade school, junior high school, high school, and college. The results were shown in Table XXXIII.

Table XXXIII showed that the majority or 54 students preferred to teach high school. A total of 31 or 57 per cent of the students who preferred to teach high school were boys and 23 or 43 per cent were girls.

Teaching on the elementary level was preferred by 32 students. There were 29 or 91 per cent of this group who were girls, and the remaining 3 students or 9 per cent were boys.

Junior high school ranked third in student preference. Of the 8 students making this choice, 7 or 87 per cent were girls and 1 or 13 per cent was boys. Only 2 girls indicated a desire to teach in a college or university. Only 3 students failed to make a choice.

TABLE XXXIII

GRADE LEVEL PREFERRED TO TEACH  
WITH PERCENTAGES BY GRADE

Sex	Distribution								Total			
	No Answer		Elem. Grades		J.H.S.		H.S.				College	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	2	67	3	9	1	13	23	43	0	0	29	29
Female	1	33	29	91	7	87	31	57	2	100	70	71
Total	3	100	32	100	8	100	54	100	2	100	99	100

For the purpose of securing the percentages by sex for the grade level preferences of the students, Table XXXIV was prepared.

TABLE XXXIV  
DISTRIBUTION BY SEX OF GRADE LEVELS PREFERRED TO  
TEACH

Grade Level	Distribution				Total	
	Male		Female			
	No.	%	No.	%	No.	%
No Answer	2	7	1	1	3	3
Elementary	3	10	29	42	32	32
Junior High	1	4	7	10	8	8
High School	23	79	31	44	54	55
College	0	0	2	3	2	2
Total	29	100	70	100	99	100

Of the 29 boys who indicated a desire to teach, 23 or 79 per cent preferred to teach in high school. There were 3 or 10 per cent who chose to teach on the elementary level. Of the girls who preferred to teach in high school there were 31 or 44 per cent. A total of 29 or 42 per cent chose the elementary level. There were 7 or 10 per cent of the girls who indicated a desire to teach in the junior high school.

The greatest percentage or 55 per cent of the students who indicated a desire to teach preferred to teach in high school. There were 32 per cent of the students who preferred to teach on the elementary level. The remaining 13 per cent either preferred to teach in the junior high school, in college, or did not indicate a preference.

Table XXXV was prepared in an attempt to classify the answers to the question, "If you plan to be a teacher, how long do you expect to teach?".

Of the 34 students who checked "stepping stone" as their answer, 23 or 68 per cent were girls, and 11 or 32 per cent were boys. There were 24 students who checked "life" as their answer. Of this number 17 or 71 per cent were girls, and 7 or 29 per cent were boys. There were 21 students who gave "other reasons" as their answers. Some of these answers were similar to those in the table; therefore, it will be unnecessary to mention them. The only statements that were dissimilar to those in Table XXXV were made by girls. The majority of the girls indicated that they expected to teach until time of marriage. There were 13 students who expected to teach for a "tryout" and 7 students failed to answer this question.



TABLE XXXV

TEACHING EXPECTATIONS OF STUDENTS  
DESIRING TO TEACH

Sex	Distribution										Total	
	Life		Tryout		Stepping stone		Other reasons		No answer			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	7	29	6	46	11	32	2	10	3	43	29	29
Female	17	71	7	54	23	68	19	90	4	57	70	71
Total	24	100	13	100	34	100	21	100	7	100	99	100

Note: Percentages were computed by teaching expectations.

In order to determine what reason was given by the largest number of students concerning their teaching expectations, Table XXXVI was prepared.

TABLE XXXVI  
SEX DISTRIBUTION ACCORDING TO TEACHING EXPECTATIONS

Expectation	Distribution				Total	
	Male		Female			
	No.	%	No.	%	No.	%
Life	7	24	17	24	24	24
Tryout	6	21	7	10	13	13
Stepping Stone	11	38	23	39	34	35
Other Reasons	2	7	19	27	21	21
No Answer	3	10	4	6	7	7
Total	29	100	70	100	99	100

The greatest percentage of boys checked "stepping stone" as their teaching expectation. A corresponding percentage of girls gave the same reason as their answer. Of the 99 students indicating a desire to become teachers, the second highest ranking teaching expectation was "life".

For those students with a desire to become teachers, Part II of the questionnaire contained forty-two statements that might have influenced their choice. The most important motives that influenced students in their choice were listed in Table XXXVII.

TABLE XXXVII

REASONS THAT RANK HIGHEST AS AN INFLUENCE AFFECTING  
THE TEACHER CHOICE

Factors Influencing Choice	Frequency		
	Male	Female	Total
I enjoy working with children and/or young people.	6	31	37
Teaching offers a reasonable assurance of an adequate income.	7	15	22
By majoring in a special subject field I can either teach or engage in an occupation related to my field of specialization.	2	16	18
I believe teaching will enrich my life.	4	13	17
A teachers college was close to my home.	1	14	15
I like the possibilities of advancement within the profession.	6	8	14
I enjoy the possibilities of doing constructive and creative work.	3	8	11
Teaching provides an access to further learning.	3	8	11
I thought I might be interested in teaching.	2	6	8
Teaching might be useful as temporary employment in the future	1	7	8
I am interested in self-advancement.	3	4	7
My parents wanted me to be a teacher.	1	6	7

Working with children and an assurance of an adequate income ranked highest with students as their reason for choosing to become teachers.

Many students felt that by majoring in a special subject field they could either teach or engage in an occupation related to their field of specialization.

The idea of enriching their lives, chance for advancement, further learning, and doing constructive and creative work appealed to many of the students.

The proximity to a teachers college was an influential factor in some students' choice to become a teacher. This is indicated by the statement which ranked fifth in Table XXXVII.

The fact that many parents wanted their children to become teachers was evidenced by its having been ranked as one of the twelve most important motives.

Table XXXVIII listed the next ten influential factors which were considered important by those students desiring to become teachers. These factors indicated that in the minds of many students desiring to become teachers, the teaching profession was regarded highly.

TABLE XXXVIII

MINOR REASONS GIVEN AS AN INFLUENCE AFFECTING  
THE TEACHER CHOICE

Factors Influencing Choice	Frequency		
	Male	Female	Total
A former teacher strongly advised me to be a teacher.	2	3	5
The opportunity for service to mankind has influenced me.	1	4	5
The idea of the long summer vacations for the purpose of study, travel, and relaxation helped me in reaching a decision.	1	4	5
Teaching is an honored and honorable calling.	0	5	5
It was the natural choice, since many of the members of my family are teachers.	0	5	5
Among his colleagues a teacher forms cultured and lasting friendships.	2	2	4
Teaching will give me social prestige.	1	2	3
Teaching is done in pleasant surroundings.	1	2	3
A teacher has an opportunity to exercise individual initiative.	1	2	3
The ethics of the teaching profession with its desirable personal relations influenced me.	1	2	3

Part III of the questionnaire contained forty-five statements that might have influenced students against choosing teaching as a profession. Table XXXIX listed the twelve choices that influenced these students most.

The simple fact that students were not interested in teaching was evidenced by the ranking of this statement in first place. Many students had already chosen some other profession previous to the administering of this questionnaire. A large number of students indicated that the nature of the work was not appealing.

As was expected many of the girls preferred to be wives and mothers. The frankness of some students was shown by the statement that they do not have the ability to teach.

Teachers' salaries, as indicated by the reasons of students with no desire to teach, greatly influenced their choice.

Community impositions and infringements upon a teachers' life turned many students against teaching as a profession.

TABLE XXXIX

REASONS THAT RANK HIGHEST AS AN INFLUENCE AFFECTING  
THE NON-TEACHER CHOICE

Factors Influencing Choice	Frequency		
	Male	Female	Total
I did not think I would be interested in teaching.	70	114	184
I have already decided on some other occupation.	69	100	169
The nature of the work is not appealing.	43	45	88
I prefer to be a wife and mother.	0	71	71
I do not have the ability to teach.	24	43	67
Salaries of teachers are too low in comparison with other professions	28	25	53
Salary increases in teaching are not large enough.	26	8	34
A teachers' work is never done. Too many hours spent after school hours.	14	11	25
Too many community impositions and infringements on one's private life.	16	14	30
Teaching is too confining and boring	18	12	30
I do not care to continue my education any further.	12	12	24
Teaching does not offer a reasonable assurance of an adequate income.	17	7	24

Table XL, listed some of the minor reasons why students did not care to become teachers. Ranking highest in this table were vocational guidance causes as an influential factor in the students' choice. Too much training and too many worries were also at the top of the list.

As in the case of students with a desire to become teachers, the fact was also evidenced that parents were influential in their childrens' choices of vocations.



TABLE XL

MINOR REASONS GIVEN AS AN INFLUENCE  
AFFECTING THE NON-TEACHER CHOICE

Factors Influencing Choice	Frequency		
	Male	Female	Total
A course in vocational guidance helped me to choose some other vocation.	12	11	23
Too much training is required.	8	13	21
A teacher has too many worries.	8	9	17
There is too much friction between teachers, principals, and superintendents.	9	7	16
It is seldom that you hear of a teacher getting a promotion because he is a good teacher.	12	4	16
Teachers do not have enough free time of their own.	8	6	14
I do not enjoy the surroundings that teaching is done in.	7	5	12
I have no desire to offer service to mankind by teaching.	8	3	11
The idea of being unemployed in the summer does not appeal to me.	5	5	10
My parents did not want me to be a teacher.	5	5	10

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

Summary. At a time when plans for educational reconstruction demand for their fulfillment a large increase in the number of teachers, it is obviously important to understand the motives which have influenced prospective teachers to choose that profession in the past, in order to judge more accurately the worthiness of these motives as a first step in making the teaching profession more generally attractive. This study should be of help in answering such questions as "What influences young men and women to choose to teach?", and "Why do young men and women refuse to become teachers?". The present critical teacher shortage can be alleviated only through a thorough understanding of the factors involved in the answers to the above questions. Only through a knowledge and the willingness to accept the truth concerning student attitudes toward the teaching profession will progress be made in the field of teaching.

Of all the students participating in the survey, only 18 per cent of the students indicated their desires to become teachers. Of the students who indicated a teacher choice 71 per cent were girls. A total of 82 per cent of all students indicated no desire to become teachers.

Religion seemed to have no influence upon the decisions of the students concerning the teaching profession. There was close similarity in the percentages of students from various religions who chose to become teachers.

The greatest percentage of fathers were performing occupational duties of the semi-skilled and unskilled class. Second in occupational rank for fathers was the professional and managerial classification. This was true for students making the teacher as well as the non-teacher choice. Sixty-one per cent of the mothers were housewives. The majority of mothers working were doing work of a clerical nature. More mothers of those students who had no desire to teach were working outside the home than were mothers of students making the teacher choice. It might then be said that the occupational pursuit of parents has very little influence on a student's choice concerning the teaching profession.

The fact that so few parents (3 per cent) were teachers indicated that this had very little bearing on the choices that students made concerning the teaching profession; however, the majority of students with parents who were teachers were those students who indicated their desires to teach.

Parents of those students who indicated a desire to teach had in general, more education than the parents of students who indicated no desire to teach. The average (median) difference in years of education for the two groups of parents was one year. It was also revealed in this study that parents of those students who indicated a desire to attend college had an average (median) of two years more education than the parents of other students. In all cases it was found that mothers had more education than fathers. It was evident that an influential factor in a student's choice to become a teacher or attend college was the education of his parents. Parents with more education had children who attended school longer.

Of the 320 students indicating a desire to go to college, 53 per cent chose to enter Indiana State Teachers College. Parallel to this fact, 81 per cent of the 99 students indicating a desire to become teachers, chose to enter Indiana State Teachers College. This was evidence that the proximity to a teachers college was an influencing factor on a student's choice to become a teacher.

The prevailing reason for students' choosing not to enter college was the fact that they were simply not interested. Lack of funds ranked second to this reason.

There were 246 students in this survey had relatives who were teachers. A total of 500 relatives who were

teachers was tabulated for the 246 students. More students making the teacher choice had relatives who were teachers than did students with no desire to teach. Likewise, students making purely the college choice had more relatives who were teachers than did students with no desire to enter college. This seemed to indicate the fact that relatives who were teachers had a favorable influence upon students in their choice to become teachers or go to college.

It was interesting to note that an analysis of the reading concerning the teaching profession disclosed that students do less reading than might be done. However, more reading was done concerning the teaching profession by students who had no desire to become teachers. Was this an indication that the reading done by students with no desire to teach had a negative effect upon them?

The average age when students made their decisions to become teachers was 15.5 years. Girls made their decisions in general one year earlier than did the boys.

The majority of students preferred to teach in high school. The desire to teach at the elementary level ranked second in choice. This was true for both boys and girls.

Approximately one third of all boys and girls gave "stepping stone" as an indication of their teaching expectation. One fourth of all students desired to teach for life.

Since such a large number of students intended to use teaching as a stepping stone, it appeared that those already in the teaching profession have done a poor job of selling their profession.

Conclusions. Perhaps at no time has there been a greater need for the enlistment of the "chosen" for the teaching profession. The capable young man and the capable young woman can well afford to survey the profession as to opportunity for security as well as for service. The demand is for more enrollees in the profession who are capable of reaching the heights, and who are so constituted that they will bend every effort to that end.

The small percentage of students indicating a desire to teach was evidence enough that there was circulating about unhealthy factors which operated and influenced students to shy away from the teaching profession.

The education of parents tended to be an influential factor contributing to the decisions of students making a vocational choice. Most students whose parents had had considerable education above the high school level were those who made either the choice to enter college or the choice to become teachers. Parents lacking in education furnished no incentive for the children to rise above their educational level.

It was definitely made clear in this study that proximity to a teachers college influenced considerably the decisions of students in the matter of a teaching career. Its effect upon students going to college was also noticed, even though they were not preparing for the teaching profession.

Many students did not plan to enter the teaching profession or to go to college because of lack of funds.

Publicity and guidance are two factors that can do much to enlist students for the teaching profession. There are many students who would make excellent teachers if they were influenced by the right person or in the proper manner. Relatives have been shown to influence students greatly to become teachers.

The literature on education as a vital governmental function is much too limited at the level where youth is trying to become oriented to life's opportunities and responsibilities. Youth experiences the school sometimes at its best, but all too often as an apology for what it might be. His appreciation of it is dulled by a lack of understanding of how and why it exists at his very doorstep; he takes the teachers and buildings for granted.

If educators wish to recruit trainees for the teaching profession they must not fail to give them an insight into the real nature of the profession.

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## APPENDIX

QUESTIONNAIRE for Graduating SENIORS

Instructions: There are three parts to this questionnaire. All seniors are to answer Part I. Only seniors who have a definite desire to become teachers will answer Part II. Seniors who have absolutely no desire to become teachers will answer Part III.

Note: This form does not call for your name. This is to assure you that personal considerations cannot enter into the treatment of the data you submit. Please be frank and honest in your answers. Answer all questions completely and sincerely.

PART I

All seniors will answer the questions in this part. When you finish turn the page.

1. Name of high school? \_\_\_\_\_  
City (or town)? \_\_\_\_\_
2. Sex? \_\_\_\_\_ 3. Race? \_\_\_\_\_
4. Religious preference? \_\_\_\_\_
5. Nationality of parents? \_\_\_\_\_
6. Fathers occupation? \_\_\_\_\_
7. Mothers occupation? \_\_\_\_\_
8. Number of years father attended college or university?  
\_\_\_\_\_ high school? \_\_\_\_\_ Grade School? \_\_\_\_\_
9. Number of years mother attended college or university?  
\_\_\_\_\_ high school? \_\_\_\_\_ Grade school? \_\_\_\_\_
10. Do you intend to go to college? \_\_\_\_\_ If so, where?  
\_\_\_\_\_

(over)

11. If you do not intend to go to college, is it because:  
(check one) \_\_\_\_\_ a. You lack funds?  
\_\_\_\_\_ b. You are not interested?  
\_\_\_\_\_ c. Your family needs support?  
\_\_\_\_\_ d. Other reasons? \_\_\_\_\_  
\_\_\_\_\_
12. Have you any relatives that are teachers? \_\_\_\_\_  
If so, how many? \_\_\_\_\_
13. Have you recently read anything concerning the teaching profession? \_\_\_\_\_
14. If you are interested in becoming a teacher, answer the following questions: (If not, turn to Part III).
- a. At approximately what age did you make your decision to be a teacher? \_\_\_\_\_
- b. Are you a member of the Future Teachers of America club in your school? \_\_\_\_\_
- c. Which of the following would you prefer to be:  
(check one) \_\_\_\_\_ (1) grade school teacher?  
\_\_\_\_\_ (2) Junior high school teacher?  
\_\_\_\_\_ (3) High school teacher?  
\_\_\_\_\_ (4) College or university teacher?
- d. If you are going to a teachers college, what major field will you pursue? \_\_\_\_\_

(over)

e. If you plan to be a teacher, how long do you expect to teach: (check one)

- \_\_\_\_\_ (1) For life?
- \_\_\_\_\_ (2) For a tryout?
- \_\_\_\_\_ (3) As a stepping stone to a better position?
- \_\_\_\_\_ (4) Other reasons? \_\_\_\_\_
- \_\_\_\_\_

(Turn page to Part II & Part III)

PART II

To be answered by those who desire to become teachers.

Instructions: Check all of the following statements that have influenced you in your choice to be a teacher.

- ☐ My parents wanted me to be a teacher.
- ☐ I believe teaching will enrich my life.
- ☐ The feeling of obligation to society to meeting the demand for teachers.
- ☐ I enjoy working with children and/or young people.
- ☐ Teaching will give me social prestige.
- ☐ Political influences were a factor in my choice.
- ☐ A teacher has plenty of free time of his own.
- ☐ I like the possibilities of advancement within the profession.
- ☐ A teachers college was close to my home.
- ☐ A recruiting representative from a teachers college "sold me" on going.
- ☐ I could not get into some other college.
- ☐ I was given a definite promise of a position.
- ☐ Teaching offers a reasonable assurance of an adequate income.
- ☐ A teacher receives regular salary increases.
- ☐ After teaching a Sunday School Class I knew I wanted to be a teacher.
- ☐ It was the natural choice, since many of the members of my family are teachers.
- ☐ I enjoy the possibilities of doing constructive and creative work.
- ☐ The ease of getting a teaching position has greatly influenced my choice.
- ☐ A teacher has no worries.
- ☐ Teaching provides an access to further learning.
- ☐ I have always admired the respect a teacher receives.
- ☐ Among his colleagues a teacher forms cultured and lasting friendships.
- ☐ Teaching seems an easy way out in view of my uncertain vocational plans.
- ☐ A former teacher strongly advised me to be a teacher.
- ☐ A course in vocational guidance helped me to make up my mind.
- ☐ Teaching is done in pleasant surroundings.
- ☐ The tenure laws provide for a reasonable security of position.
- ☐ I am interested in self-advancement.

(over)

- \_\_\_\_\_ Teaching might be useful as temporary employment  
in the future.
- \_\_\_\_\_ A teacher has an opportunity to exercise individual  
initiative.
- \_\_\_\_\_ I thought I might be interested in teaching.
- \_\_\_\_\_ I was offered a scholarship by a teachers college.
- \_\_\_\_\_ The opportunity for service to mankind has in-  
fluenced me.
- \_\_\_\_\_ A student that is now going to a teachers college  
encouraged me.
- \_\_\_\_\_ Teaching is an honored and honorable calling.
- \_\_\_\_\_ By majoring in a special subject field, such as art,  
commerce, industrial arts, home economics or  
music, I can either teach or engage in an  
occupation related to my field of specialization.
- \_\_\_\_\_ I was inspired by a magazine article, and/or book,  
concerning the profession of teaching.
- \_\_\_\_\_ The idea of the long summer vacations for the  
purposes of study, travel, and relaxation  
helped me in reaching a decision.
- \_\_\_\_\_ I had a friend (or friends) going to a teachers  
college and I wanted to be with him (or them).
- \_\_\_\_\_ The social and economic security provided by the  
teacher retirement system has influenced my  
choice.
- \_\_\_\_\_ The ethics of the teaching profession with its  
desirable personal relations influenced me.
- \_\_\_\_\_ Others. (list) \_\_\_\_\_

AFTER CHECKING YOUR STATEMENTS GO BACK AND ENCIRCLE  
THE THREE CHECKED THAT INFLUENCED YOU MOST.

PART III

To be answered by those who DO NOT desire to be teachers.

Instructions: Check all of the following statements that may have influenced you in your decision to not be a teacher.

- \_\_\_\_\_ A student that is now attending a teachers college discouraged me.
- \_\_\_\_\_ I have no desire to offer service to mankind by teaching.
- \_\_\_\_\_ I did not think I would be interested in teaching.
- \_\_\_\_\_ The nature of the work is not appealing.
- \_\_\_\_\_ I have already decided on some other occupation.
- \_\_\_\_\_ Too much training is required.
- \_\_\_\_\_ A teacher has no opportunity to exercise individual initiative.
- \_\_\_\_\_ The idea of being unemployed in the summer does not appeal to me.
- \_\_\_\_\_ Articles in magazines, newspapers, and books have discouraged me.
- \_\_\_\_\_ I do not enjoy the surroundings that teaching is done in.
- \_\_\_\_\_ A course in vocational guidance helped me to choose some other vocation.
- \_\_\_\_\_ A former teacher strongly advised me not to be a teacher.
- \_\_\_\_\_ Teachers are not as highly respected as some other professions.
- \_\_\_\_\_ I do not care to continue my education any further.
- \_\_\_\_\_ A teacher has too many worries.
- \_\_\_\_\_ The condition of my health will not allow me to become a teacher.
- \_\_\_\_\_ After teaching Sunday School classes I knew I did not want to be a teacher.
- \_\_\_\_\_ Salary increases in teaching are not large enough.
- \_\_\_\_\_ Teaching does not offer a reasonable assurance of an adequate income.
- \_\_\_\_\_ Teachers do not have enough free time of their own.
- \_\_\_\_\_ Political influences were a factor in my decision.
- \_\_\_\_\_ The teaching profession does not have the social prestige that it deserves.
- \_\_\_\_\_ Teaching is too confining and boring.
- \_\_\_\_\_ I do not enjoy working with children.
- \_\_\_\_\_ Too many community impositions and infringements on one's private life.

(over)



- \_\_\_\_\_ Salaries of teachers are too low in comparison  
with other professions.
- \_\_\_\_\_ My parents did not want me to be a teacher.
- \_\_\_\_\_ My religion and/or race has influenced my decision.
- \_\_\_\_\_ Teaching is not rewarded as research is.
- \_\_\_\_\_ People in the teaching profession are not  
enthusiastic about it.
- \_\_\_\_\_ The conditions under which our teachers have to live.
- \_\_\_\_\_ I do not have the ability to teach.
- \_\_\_\_\_ I prefer to be a wife and mother.
- \_\_\_\_\_ The people teachers have for their friends are not  
the type I would choose.
- \_\_\_\_\_ There is too much friction between teachers, principals,  
and superintendents.
- \_\_\_\_\_ A teachers' work is never done. Too many hours spent  
after school hours.
- \_\_\_\_\_ There are too many of my family that are teachers.
- \_\_\_\_\_ I was offered a scholarship by some other college.
- \_\_\_\_\_ I have no desire to be continually associating with  
the undeveloped minds of children.
- \_\_\_\_\_ It is too difficult to secure a place of residence,  
due to the housing shortage.
- \_\_\_\_\_ I was approached by a recruiting representative from  
some other college first.
- \_\_\_\_\_ If I later decided that I did not like teaching, I  
would have wasted my education.
- \_\_\_\_\_ If I am going to do the same kind of teaching I have  
had, then I want none of it for a life profession.
- \_\_\_\_\_ It is seldom that you hear of a teacher getting a  
promotion because he is a good teacher.
- \_\_\_\_\_ Other reasons. (list others) \_\_\_\_\_

AFTER CHECKING YOUR STATEMENTS GO BACK AND ENCIRCLE  
THE THREE THAT YOU HAVE CHECKED THAT INFLUENCED YOU  
MOST.